

Research and Standards • • • • • • • • • •

Teaching reading comprehension strategies to students with reading difficulties is particularly important, according to recent research. As David Sousa notes, “Students with reading disorders often have difficulty deriving meaning from what they read. If little or no meaning comes from reading, students lose their motivation to read. Furthermore, meaning is essential for long-term retention of what they have read. Strategies designed to improve reading comprehension have been shown to improve students’ interest in reading and their success” (2001).

The *Reading Comprehension Practice* series provides multiple opportunities for students to read short text written on their independent reading levels and then complete targeted reading comprehension questions based on the text. This approach is in line with Reid Lyon’s testimony on learning disability research. “Therefore, in learning to read, it is vital that children read a large amount of text at their independent reading level (with 95 percent accuracy) and that the text provide specific practice in the skills being learned” (*Literacy: Why Children Can’t Read*, 1997).

The *Reading Comprehension Practice* series focuses on specific practice in ten of the most commonly tested comprehension skill areas (understanding context clues, cause and effect, details, main idea, story elements, sequencing, predicting outcomes, drawing conclusions, summarizing, and determining fact and opinion). This series meets both state and national standards (including the Standards for the English Language Arts, which are sponsored by the National Council of Teachers of English and the International Reading Association) regarding reading comprehension. As students read these selections, they will:

- read a wide range of fiction and nonfiction passages;
- learn and use a variety of reading comprehension strategies, including word identification, recognition of cause and effect, identification of main idea and supporting details, and recognition of fact and opinion; and
- identify story elements, including character, setting, events, and problem resolution.

Literacy: Why Children Can’t Read: Hearing before the Committee on Education and the Workforce, House of Representatives, 105th Congress 12 (1997) (Testimony of Reid Lyon).

Sousa, D.A. (2001). *How the Special Needs Brain Learns*. Thousand Oaks, CA: Corwin Press, Inc.

